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| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | "The JOULE Project" | | | | | | | | | | | | | | | | **Duration:** | | | SEVEN WEEKS | | | | | | |
| **Subject/Course:** | | | US History | | | | | | | **Teacher(s):** | | | | | | | | | **Grade Level:** | | | 11-12 | | | | | | |
| **Other Subject Areas to Be Included:** | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | The students will evaluate human energy as a constructive force that stimulates and motivates social change. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Essential Question** | | | How can I use energy to make change? | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | **Comp. Apps./Bus. Mgmt./ABLS 11.0, 13.0, 16.0**  **US History**  6.6 Read and interpret a primary source document  reflecting the dynamics of the Gilded Age American society  6.7 Recognize technological and industrial advancements to the era  6.10 Interpret a political cartoon which portrays the  controversial aspects of the Gilded Age  6.11Analyze the impact of different forms of corruption  and its consequences in American politics during the later half of the Age  6.12 Assess the effect of late 19th century technological  innovation on the daily lives of American people  The student will demonstrate human relations, self-management,  organizational, and professional leadership skills.  Art  4.0 Students will understand the visual arts in relation to history and cultures.  Government   1. Understand the influence of natural rights on American Culture 2. Understand and analyze how the forces of cooperation and conflict among people   influence the division and control of the earth’s surface.  6.1 Understand the impact of individual and group decisions on citizens and communities.  Economics   * 1. Understand how values and beliefs influence economic decisions in different societies.   2. Describe how the world economies are connected. | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **T** | **A** | **E** |  | | | | | | | | | **T** | | **A** | | | **E** |
| **Professional (21st Century) Skills** to be taught, assessed and/or encouraged**:** | | | Collaboration | | | | | | | |  |  |  | Other: | | | | | | | | |  | |  | | |  |
| Communication (Oral Presentation) | | | | | | | |  |  |  |  | | | | | | | | |  | |  | | |  |
| Critical Thinking/Problem Solving | | | | | | | |  |  |  |  | | | | | | | | |  | |  | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Group: | | |  | | | | | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | | | | | |
|  | Class | | | | | | | |
|  | School | | | | | | | |
|  | Community | | | | | | | |
| Individual: | | |  | | | | | | | | | | | | | | | |  | Experts | | | | | | | |
|  | Web | | | | | | | |
|  | Other: | | | | | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | |  | | Quizzes/Tests | | | | | | | |  | | Practice Presentations | | | | | |  | | |
|  | | Journal/Learning Log | | | | | | | |  | | Notes | | | | | |  | | |
|  | | Preliminary Plans/Outlines/Prototypes | | | | | | | |  | | Checklists | | | | | |  | | |
|  | | Rough Drafts | | | | | | | |  | | Concept Maps | | | | | |  | | |
|  | | Online Tests/Exams | | | | | | | |  | | Other: | | | | | |  | | |
| **Summative Assessments**  (End of Project) | | | |  | | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |  | | Other Product(s) or Performance(s), with  rubric:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |  | | |
|  | | Oral Presentation, with rubric | | | | | | | |  | | Peer Evaluation | | | | | |  | | |
|  | | Multiple Choice/Short Answer Test | | | | | | | |  | | Self-Evaluation | | | | | |  | | |
|  | | Essay Test | | | | | | | |  | | Other: | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Equipment:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Materials:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Community resources:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | |  | | Journal/Learning Log | | | | | | | |  | | Focus Group | | | | | |  | | |  | | |
|  | | Whole-Class Discussion | | | | | | | |  | | Fishbowl Discussion | | | | | |  | | |  | | |
|  | | Survey | | | | | | | |  | | Other: | | | | | |  | | |  | | |